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February 19, 2020

California State PTA is seeking proposals to develop a curriculum and content that will equip district and school personnel with the knowledge and tools to meaningfully engage families in the development of the district Local Control Accountability Plan (LCAP) as required by Priority 3 (Ed Code 52060) within the Local Control Funding Formula.

We are seeking a consultant(s) with experience in developing curricula for both adult learners and trainers. This Request for Proposal (RFP) contains information about the organization and services required.

Proposals will be evaluated by the following criteria:

- **Completeness of the plan** – Does the consultant have the ability to develop a robust curriculum for adults?
- **Experience** – Does the consultant or consultant agency have a track record of producing quality work in a timely and cost-effective manner?
- **Current and Forward-Looking** – Does the consultant agency have a demonstrated understanding of current trends in adult education content provision and LCAP/LCFF knowledge?

The specifications of the request for proposal are attached. An electronic copy of your proposal must be received at the California State PTA office by April 4, 2020 5pm PST and should be delivered to Colleen Cadwallader at [ccadwallader@capta.org](mailto:ccadwallader@capta.org). Hard-copy proposals are welcome, but will not be considered an official submission. At the sole discretion of California State PTA, selected bidders may be invited to make oral and visual presentations to an evaluation committee after submission of the proposal. Presentations will be only with California State PTA representatives and a key representative of invited companies. Presenters will be allowed a minimum of five days' notice to prepare.

Sincerely,

Sherry Griffith, Executive Director

# **Request for Proposal**

## **Authentic Family Engagement Train-the-Trainer Training Program**

**California State PTA**

**February 19, 2020**

# REQUEST FOR PROPOSAL

## EXECUTIVE SUMMARY

The California State PTA has been supporting children and families for more than 120 years. Parent and family engagement is a key organizational priority. With the passage of the Local Control Funding Formula (LCFF) in 2013 and the subsequent development of the Local Control Accountability Plan (LCAP), school districts have much greater control locally however, with that control comes greater responsibility to meet multiple priorities set by the state including LCFF Priority 3 Parent Involvement and Family Engagement. Recognizing the importance of this state priority as a mandate, the California State PTA sponsored and secured passage of AB 2878 in 2018 which added research-based family engagement guidance and practices into the California Education Code under LCFF Priority 3.

While school districts and county offices of education have grown accustomed to the LCFF/LCAP requirements, there is still much to do in terms of strengthening the support systems to meet the eight diverse state priorities, including Priority 3. Staff training at every level is necessary to implement authentic and meaningful parent and family engagement and to demonstrate that districts have met this local indicator, utilizing the state Priority 3 Reflection Tool as part of this compliance.

The California State PTA is committed to ensuring the success of every school district in California to effectively engage parents and families. We have spent the last twelve months researching and preparing to create a training program and the necessary tools for school, district, and county office staff to gain the insights and skills necessary to involve parents in school district and school site decision-making. We are looking for a consultant who shares our passion for family engagement, has deep knowledge about how to work with diverse community stakeholders, and understands the LCAP framework to develop the curriculum and tools to meet this goal.

## PROJECT OBJECTIVES

To develop an Authentic Family Engagement Train-the-Trainer Training Program that will equip school district and school personnel with the knowledge and tools needed to support Ed Code 52060, LCFF/LCAP Priority 3:

### **ARTICLE 4.5. Local Control and Accountability Plans and the Statewide System of Support**

*52060. (a) On or before July 1, 2014, the governing board of each school district shall adopt a local control and accountability plan using a template adopted by the state board.*

*(d) All of the following are state priorities for purposes of a school district's local control and accountability plan:*

*(3) (A) Parental involvement and family engagement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual schoolsite, and including how the school district will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.*

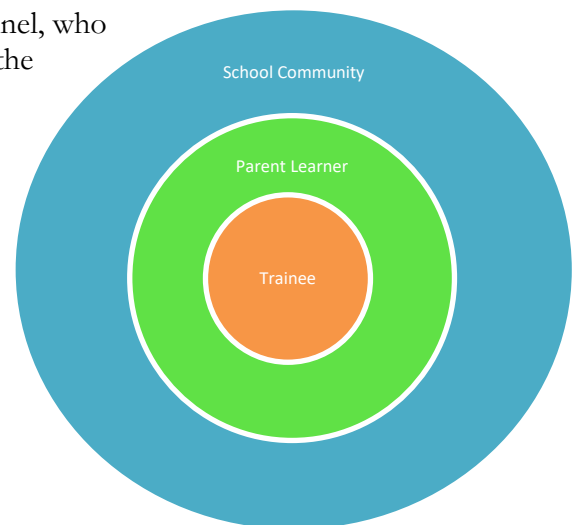
*(B) Family engagement may include, but need not be limited to, efforts by the school district and each individual schoolsite to apply research-based practices, such as welcoming all families into the school community, engaging in effective two-way communication, supporting pupil success, and empowering families to advocate for equity and access. Family engagement may include, but need not be limited to, families as partners to inform, influence, and create practices and programs that support pupil success and collaboration with families and the broader community, expand pupil learning opportunities and community services, and promote civic participation.*

The central purpose of the training program is to provide knowledge, skills, and tools to build and sustain family-school partnerships for student success. We envision a set of interactive sessions based on adult learning strategies.

The trainee for this program will be district and school personnel, who are responsible for the engagement of parents and families in the LCAP development process. This training will help them successfully build the opportunities, support and resources needed for parents and families to actively engage in school planning and decision-making.

The trainees will learn techniques and skills to help them recruit, train, and retain parents and guardians who desire to be advocates for their children and their schools through participation at LCAP meetings as well as at other meetings with a parent focus such as School Site Council, ELAC meetings, and other activities as appropriate.

School communities will benefit when these activated parents and guardians provide meaningful input in developing district and school site actions and services that will improve student outcomes and the social, emotional, and physical well-being of all students.



## **KEY CONSIDERATIONS**

### **Trainee Audience**

- LCAP Coordinators/Directors
- Site and District Administrators
- Family Engagement Staff
- Community/Parent Liaisons
- Instructional/Bilingual Aids
- School Community Relations Coordinators
- Teachers

## Delivery System

- The curriculum should apply a wide-range of facilitator strategies to make learning fun and meet the needs of the different kinds of adult learners.
- This training program is meant to be available to school districts across the state using an **online learning management system (LMS) platform** for the delivery of the resulting curriculum. (An **LMS** is a software application for the administration, documentation, tracking, reporting, and delivery of educational courses, training programs, or learning and development programs.)
  - There are many LMS Systems available and at present we have not chosen the one we will use. Learn more about these systems [here](#).

## Content and Curriculum

- The curriculum will train school district personnel how to engage all parents and families of students in preschool through grade 12 in taking advantage of opportunities to better provide input and participate in school planning and decision-making.
- The curriculum should include diverse content like videos, graphics, surveys, articles, and learning assessments to support deeper comprehension and promote active implementation
- The content will teach how to build the knowledge, understanding, skills and confidence of parents and caregivers to meaningfully participate in district and school programs and contribute to the design, implementation, evaluation and revision of LCAPs and school plans to improve student outcomes.
- Learning objectives for district/school personnel may include:
  - a. Interpret the Local Control Funding Formula and Local Control and Accountability Plan in plain language
    - Express what the eight state priorities are and how relevant indicators are used during the development of an LCAP
    - Explain how the LCAP can positively impact a school site, a school district, and the school community
    - Understand the purpose of the Self-Reflection Tool for Priority 3
    - Know how to leverage the [seasons of LCAP](#)
    - Be able to create and analyze stakeholder surveys and meet LCAP requirements
  - b. Recognize that authentic family engagement is paramount to student success and school improvement
    - Understand why family engagement is integral to the development of an LCAP
    - Explain how schools and districts work together to make decisions and the difference between school site and district-wide decisions
    - Understand the necessity of parent advisory groups and how to organize and support these groups
    - Demonstrate techniques for establishing a trusting and open environment so all families feel welcome and respected at their child's school
    - Express the benefits of a parent/staff/administrator team
    - Give examples of how to regularly communicate with parents and families to gather information and feedback, in convenient and accessible ways, on their needs and expectations for their students
    - Use tools to help assess the current family engagement environment

- c. Apply the best practices for attracting parents and creating a trusting environment for all stakeholders.
  - Learn how to involve all families in the development of family engagement policies, strategies, and programs
  - Describe how to develop a community asset map and design grassroots outreach strategies to reach and organize community stakeholders
  - Identify the importance of building relationships with cultural brokers and the role they can play to support genuine engagement
  - Demonstrate how to meet parents where they are: figuratively and literally.
  - Practice inclusion and cultivate a welcoming environment for parents, from all neighborhoods, as stakeholders
  - Give examples of how to be culturally responsive and how to reach out to families, using linguistically accessible communication methods that are available to and used by parents and guardians
  - Create a plan to reach target groups
  
- d. Apply the best practices to involve parents in a school community in decision-making with a focus on student outcomes
  - Recognize the importance of shared goals and learn how to create them
  - Know how to identify, cultivate and retain parent leaders
  - Understand what effective and meaningful two-way communication between home and school looks like
  - Understand how to support learning at home
  - Demonstrate how to share results and data with parents openly and effectively
  
- e. Facilitate a group of parents through the LCAP development process step-by-step
  - Explain what access to a full curriculum looks like and how parents can advocate for their student's right to that curriculum
  - Explain how to navigate the California School Dashboard and some basics of how to use data to generate important questions, gather evidence, etc.
  - Understand how local data analysis and interpretation are used to generate questions and identify issues to inform the LCAP process
  - Explain how to annually assess the effectiveness of current parent and family engagement strategies and update parent and family engagement plans
  
- f. Demonstrate how to complete the Self-Reflection Tool for Priority 3
  - Understand each section of the tool thoroughly
  - Know how to create a plan to engage stakeholders in completing the tool
  - Demonstrate how the information from the tool can inform the LCAP development process as well as other school and district plans

**Key Guiding Documents** – There are many resources available to help guide school districts to success in developing and executing their family engagement strategies. These may be relevant to curriculum development.

- California State PTA: [School Smarts Program](#)
- [PTA National Standards for Family for School Partnerships Assessment Guide](#)
- California Department of Education. [Family Engagement Toolkit: Continuous Improvement through an Equity Lens](#)
- California Department of Education. [LCFF Resources: Priority 3 Family Involvement](#) (model practices)
- California Department of Education. [Self-Reflection Tool for Priority 3: Parent Engagement](#)
- California Department of Education. [Local Performance Indicator Quick Guide](#)
- [Californians Dedicated to Education Foundation](#)
- [Partners for Each and Every Child](#)
- Partners in Education: [A Dual Capacity-Building Framework for Family-School Partnerships](#)
- California Department of Education. [Editable Templates for Family Engagement Toolkit](#)
- [Head Start Parent, Family, and Community Engagement Framework](#).
- [The Learning Curve: The Clear Impact of Incomprehensible Schools Jargon](#)

## **BACKGROUND INFORMATION**

California State PTA is a 501(c) 3 organization, and its corporate headquarters is located in Sacramento. In addition to a staff of 19 in Sacramento, board members, committee members and others transact business primarily via telephone, email and website access.

California PTA is a leader in providing parents, schools and districts with tools to engage in meaningful partnership and decision-making to improve outcomes for all children.

We are part of the foundation of the California public-education system and a trusted messenger to millions of members, parents, families, educators and allied agencies throughout the state. We are part of National PTA, the nation’s largest volunteer-led child-advocacy association working to drive improvements in the education, health and well-being of all children and families.

Parents are children’s first teachers and we believe that parent involvement is essential throughout a child’s educational experience. We believe that family is the basic unit of society responsible for the support and nurturing of all children, and we recognize that “the family” may be defined in many ways. We believe our responsibility includes advocating for the safety and welfare of all children and the opportunity for a quality public education for each child.

A Board of Directors and Board of Managers govern California State PTA. The Board of Directors consists of elected and appointed officers and meets each month to conduct the business of the organization. The Board of Managers consists of approximately 100 members, including the district presidents, and meets four times a year to coordinate California State PTA’s statewide programs as well as conduct the business of the organization.

## **Mission and Goals**

The mission of California State PTA is to positively impact the lives of all children and families.

PTA Goals:

1. Advocate for the education, health, safety and well-being of all children
2. Inform, engage and empower our members and the public on issues concerning children and families
3. Mentor the leaders of tomorrow
4. Promote, practice and embrace inclusiveness
5. Promote and build family engagement to foster positive outcomes for every child
6. Strengthen our voice for all children by increasing membership

## **SCOPE OF WORK AND BUDGET**

### **General Information**

This Request for Proposal (RFP) is not a commitment or contract of any kind. California State PTA reserves the right to pursue any and/or all ideas generated by this request. Costs of developing the proposals are entirely the responsibility of the applicants and shall not be reimbursed. California State PTA reserves the right to reject any and all proposals and/or terminate the RFP process if deemed in the best interest of California State PTA. Further, while every effort has been made to ensure the information presented in this RFP is accurate and thorough, California State PTA assumes no liability for any unintentional errors or omissions in this document. California State PTA reserves the right to waive any requirements listed in the RFP when it determines that waiving a requirement is in the best interest of California State PTA.

### **Curriculum and Training Development (Budget \$45,000-\$50,000)**

- Develop a four to seven module curriculum with content and activities to meet the above learning objectives
- Include assessment tools to demonstrate participant learning

### **Initial Timelines**

- RFP released in February 2020
  - **April 4, 2020** – Deadline for Submissions
  - **April 30, 2020** – Reviewed
  - **May 1, 2020** – Contract awarded
  - **May 1 – September 1, 2020** – Development



## **CONTRACTOR RESPONSIBILITIES**

The individual representative of the contractor who has contracting authority must sign each proposal. That individual will be the sole point of contact concerning contractual matters. Vendors must certify that they are not currently under suspension by the State of California, any other state, regulatory commission, or the federal government. Vendors must acknowledge that, if they are currently under suspension, or if they owe delinquent taxes, their proposal may not be accepted or considered.

### **Rejection of Proposals**

California State PTA reserves the right to reject any and all proposals received as a result of this request or to renegotiate with any and all competing vendors. California State PTA also reserves the right to certify the top vendor by an on-site visit of California State PTA representatives.

### **Disclosure of Proposal Contents**

Proprietary and price information provided in your proposal will be held in confidence to the best of California State PTA's ability under the applicable laws of the State of California. Unsuccessful proposals will not be revealed or discussed with competitors.

### **Contract**

It is California State PTA's intent to enter into a one-time contract as a result of this RFP. It is proposed that, if a contract is entered into as a result of successful negotiations, the selected company will be required to sign a contract confirming specific terms, conditions, and fees, consistent with the proposal. The project will not commence until an agreement is signed which outlined the scope of all work, budget, terms and all necessary items.

## **PROPOSAL FORMAT**

These instructions describe the required format for the RFP. RFPs submitted shall follow the format as described below, shall not exceed 20 pages and shall not use fonts smaller than 10 point. All pages shall be sequentially numbered. All materials submitted in response to this RFP shall become the property of California State PTA and will be returned only at California State PTA's option.

Consultants shall submit a copy of their proposal to the email address identified. An electronic copy of your proposal must be received at the California State PTA office by April 4, 2020 by 5:00 p.m. PST and should be delivered to Colleen Cadwallader at [ccadwallader@capta.org](mailto:ccadwallader@capta.org). Hard-copy proposals are welcome, but will not be considered an official submission. **Official submission must be submitted via email.**

Each copy shall contain the following documents:

- Cover Letter/Executive Summary
- Company Profile (See Attachment A)
- Professional Qualifications and Experience (See Attachment B)
- Relevant Examples (See Attachment C)
- Services and Cost Proposal for Phase 1 (See Attachment D)

**Cover Letter/Executive Summary**

The cover letter/executive summary shall be in the form of a standard business letter and shall be signed by an individual authorized to legally bind the company. The cover letter/executive summary shall provide the name and telephone number of a contact person with authority to answer questions regarding the proposal. The letter shall also include the name, telephone number and email address of a contact to be notified regarding contractual issues. The letter should clearly communicate the company's understanding of California State PTA's objectives and the scope of services required in this RFP.

**RFP COMMUNICATIONS****California State PTA Contact**

The contact person for this procurement process is:

Colleen Cadwallader  
Director of Programs and Grant Development  
California State PTA 2327 L Street  
Sacramento, CA 95816-5014

Questions are welcome and should be directed to Colleen Cadwallader at (916) 440-1985 ext. 119 or [ccadwallader@capta.org](mailto:ccadwallader@capta.org).

**Attachment A**

**COMPANY PROFILE**

<b>Item</b>	<b>Description</b>
A-1	Company name
A-2	Date established
A-3	Company address (principal place of business)
A-4	Telephone number
A-5	Company website
A-6	Size of company (including the number of full-time employees)
A-7	Name of primary contact person and their direct contact information
A-8	The location of the primary office and ancillary offices that will provide services for California State PTA
A-9	Signature of an authorized officer or agent of the company submitting the proposal

**Attachment B**

**PROFESSIONAL QUALIFICATIONS AND EXPERIENCE**

<b>Item</b>	<b>Description</b>
B-1	Identify the individuals who will work on the project and the roles they will play
B-2	Describe your team's experience with nonprofit or for-profit organizations
B-3	Describe your organization's business development experience
B-4	Include three (3) specific references that we may contact

**Attachment C**

**RELEVANT EXAMPLES**

<b>Item</b>	<b>Description</b>
C-1	Provide a least two (2) examples of train-the-trainer curricula you have created previously
C-2	Include a brief strategic background summary of each example to include the company's role in the design and development of the project, not to exceed 400 words or one page

**Attachment D**

**SERVICES AND COST PROPOSAL**

<b>Item</b>	<b>Description</b>
D-1	Outline the company's approach to this project
D-2	Describe and outline the time frame for the project including regular opportunities to share and receive feedback from PTA stakeholders
D-3	Provide a cost proposal to include all planning, development and any other elements necessary for the project completion; the costs quoted must be all- inclusive; anticipated additional costs should be itemized and called out in an exhibit or schedule  Bidders are encouraged to suggest efficiencies and cost savings advantages to the California State PTA  Proposals shall be valid for a minimum of ninety calendar days from submittal
D-4	Terms and conditions and other supporting information must be included in the cost proposal